

Arkansas Fine Arts Dance Curriculum Framework

Arkansas Department of Education

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Dance

Introduction

Strand 1: Basic Elements of Movement

Strand 2: Arts in Civilization

Strand 3: Artistic Communications

All Student Learning Expectations should be considered cumulative. That is, all Student Learning Expectations from preceding or earlier grade levels may be used at any time by curriculum planners creating curriculum at a specific grade level.

Introduction

Dance has existed since the beginning of time as a means of worship, a method of socialization, an expression of feelings, a form of physical activity, and a universal method of communication. Dance has traditionally been a means of passing on the culture of nations from one generation to the next.

In our contemporary educational system, dance should continue to be an integral part of the total school program. To provide a complete dance education, students should be given the opportunity to learn about dance through a sequential curriculum which provides experiences in the history of dance, the creative process, the motion of the various dance styles, and the language of dance. Dance needs to be related to the other arts and to the total educational program. When these opportunities are provided regularly, the development of an appreciation of dance as both a lifetime recreational activity as well as an art form will occur.

Dance in the K-12 curriculum should provide an atmosphere for students to develop self-esteem and become knowledgeable and accepting of their own instrument (their bodies). Dance should provide an environment for children to become more confident of their communication skills by using their instrument for self-expression.

Strand	Content Standard
Basic Elements of Movement	Students will understand, explore, and demonstrate dance as an art form through its basic element of body movement.
	Students will understand, explore, and demonstrate dance as an art form through its basic element of locomotor movement.
	Students will understand, explore, and demonstrate dance as an art form through its basic element of time.
	Students will understand, explore, and demonstrate dance as an art form through its basic element of space.
	Students will understand, explore, and demonstrate dance as an art form through its basic element of energy/force/dynamics.

Arts in Civilization	Students will understand the historical development of dance and its relationship to various cultures.
Artistic Communications	Students will organize choices to express and communicate various ideas or themes.
	Students will participate in performance.
	Students will be able to discuss and analyze movement and dance.

Strand 1: Basic Elements of Movement

Content Standard 1: Students will understand, explore and demonstrate dance as an art form through its basic element of body movement.

Student Learning Expectations Grades K-4

1.1.1	Identify necessary precautions and limitations to avoid injury.
1.1.2	Recognize and move body parts (or parts of body) and joints (isolated and in combination).
1.1.3	Control body movement in self (personal) space and shared space.
1.1.4	Balance on- and off-center and demonstrate proper alignment.
1.1.5	Experiment with breathing and how it affects movement.
1.1.6	Practice basic axial movements (bending, turning, stretching, jumping, swinging, swaying, shaking, twisting, sitting, kneeling, lying down, pushing, pulling, rising, falling, kicking, balancing).
1.1.7	Demonstrate beginning dance technique (dance warm-ups, improvisations, choreography, and ballet terminology).
1.1.8	Flex, extend, and rotate body parts.
1.1.9	Develop a kinesthetic awareness.

Student Learning Expectations Grades 5-8

1.1.10	Practice necessary precautions and limitations to avoid injury.
1.1.11	Move body parts in more complex sequences (e.g., oppositional).
1.1.12	Enhance body control and expand movement in self space and shared space.
1.1.13	Refine counter balancing.
1.1.14	Explore contractions/releases and falls/recovery through breathing techniques.
1.1.15	Combine a wide variety of axial movements.
1.1.16	Demonstrate dance technique for development of dance form ABA.
1.1.17	Increase capacity to flex, extend, and rotate parts of the body.

Student Learning Expectations Grades 9-12

1.1.18	Identify and practice necessary precautions and limitations to avoid injury.
1.1.19	Refine and develop muscular control.
1.1.20	Improve coordination.
1.1.21	Increase flexibility.
1.1.22	Develop endurance.

Content Standard 2: Students will understand, explore and demonstrate dance as an art form through its basic element of locomotor movement.

Student Learning Expectations Grades K-4

1.2.1	Recognize and demonstrate locomotor movements.
1.2.2	Combine locomotor and non-locomotor movements into short dance patterns.

1.2.3	Lead movements to be performed by group or partner (mirroring and following).

Student Learning Expectations Grades 5-8

1.2.4	Create and perform complex sequences using locomotor and non-locomotor movements.
1.2.5	Perform and demonstrate learned sequences of locomotor patterns.

Student Learning Expectations Grades 9-12

1.2.6	Demonstrate advanced sequences of locomotor and non-locomotor movement.
1.2.7	Compose and perform a sequence of locomotor and non-locomotor movements experimenting with weight, direction, level, and tempo changes.

Content Standard 3: Students will understand, explore and demonstrate dance as an art form through its basic elements of time.

Student Learning Expectations Grades K-4

1.3.1	Recognize and move to the pulse.
1.3.2	Identify and move to rhythmic patterns (e.g., children's names, simple poems, games).
1.3.3	Learn and move to accents and meters (e.g., 2/4, 3/4, 4/4).
1.3.4	Move to the musical/dance concepts of slow/fast, gradual/sudden, and short/long.
1.3.5	Experiment with simple percussion instruments.
1.3.6	Participate in movement activities utilizing simple props (e.g., ribbons, balls, lummi sticks, tinkling poles, hoops, clubs) while moving to the pulse.
1.3.7	Create rhythmic movement patterns.

Student Learning Expectations Grades 5-8

1.3.8	Explore and move to various rhythmic patterns.
1.3.9	Identify and move with acceleration and deceleration.
1.3.10	Accompany an original movement sequence or that of others using an instrument of their choice.
1.3.11	Accompany an original movement sequence or that of others using vocal sounds.
1.3.12	Combine the use of instruments and voice to accompany a movement sequence.

1.3.13	Compose a simple music phrase and create a corresponding dance phrase.
1.3.14	Utilize props while moving to the pulse.
1.3.15	Identify and move to music having more complex meters (e.g., 6/8, 7/4, 5/4, 9/8, 12/8).

Student Learning Expectations Grades 9-12

1.3.16	Identify and move to more advanced or changing meters in music.
1.3.17	Choreograph a dance phrase. Compose a musical phrase to complement it.
1.3.18	Reverse the previous process.
1.3.19	Combine meters.
1.3.20	Demonstrate proficiency at moving to the pulse using props.
1.3.21	Display a clear sense of rhythm and timing when moving in complex combinations.
1.3.22	Demonstrate precision of timing on entrances and exits.

Content Standard 4: Students will understand, explore and demonstrate dance as an art form through its basic element of space.

Student Learning Expectations Grades K-4

1.4.1	Control body movement in general and personal space.
1.4.2	Move the whole body in various directions (e.g., forward, backward, sideways, diagonally, right and left, on three levels—low, middle and high).
1.4.3	Move isolated body parts in various directions and levels.
1.4.4	Perform locomotor movements in simple floor patterns (e.g., straight lines, curved lines, circles, squares, figure eights).
1.4.5	Practice a range of body movements in personal space.
1.4.6	Demonstrate body shapes in lines, angles, and curves, both symmetrically and asymmetrically.
1.4.7	Demonstrate body shapes in pantomimic representation.
1.4.8	Create patterns in the air and on the floor individually and with partners.
1.4.9	Demonstrate directional facings with partners (e.g., front, side, and back).
1.4.10	Demonstrate directions facings with partners (e.g., front to front, side to side, front to back).

Student Learning Expectations Grades 5-8

1.4.11	Perform combinations of locomotor and axial movements in simple floor patterns.
1.4.12	Experiment with spatial and body design while moving through near, middle, and far reach space.
1.4.13	Invent body shapes in line, angle, and curves while moving through simple floor patterns.
1.4.14	Demonstrate body shapes using energy concepts.
1.4.15	Express a pantomimic sequence of movements (e.g., a flower blooming).
1.4.16	Demonstrate directional changes working in groups.

1.4.17	Learn stage directions (e.g., upstage, downstage, stage right, stage left).
1.4.18	Perform combinations of locomotor and axial movements in complex floor patterns.
1.4.19	Refine spatial and body designs using near, middle, and far reach space.
1.4.20	Demonstrate body shapes while moving through complex floor patterns.
1.4.21	Create movement sequences based on vertical and horizontal sagittal planes.
1.4.22	Create short dance studies using spatial concepts.
1.4.23	Identify positive and negative space.
1.4.24	Use traditional, nontraditional, and environmental performance spaces in various compositions.

Student Learning Expectations Grades 9-12

1.4.25	Compose and perform more complex dance studies using spatial concepts.
1.4.26	Compose and perform advanced combinations with complex floor patterns.
1.4.27	Use positive and negative space in group compositions.

Content Standard 5: Students will understand, explore and demonstrate dance as an art form through its basic element of energy/force/dynamics.

Student Learning Expectations Grades K-4

1.5.1	Identify and demonstrate movements with varying degrees of energy (e.g., bound/free, direct/indirect, quick/slow, firm/fine, heavy/light).
1.5.2	Recognize and demonstrate simple movement phrases using basic energy contrast (e.g., still/active, soft/hard, strong/light, weak/strong, sharp/fluid).
1.5.3	Explore various ways to feel and move using imagery (e.g., sticky, slithery, sparkly, buzzy).

Student Learning Expectations Grades 5-8

1.5.4	Develop simple movement phrases utilizing various energy concepts.
1.5.5	Identify and demonstrate movement qualities (e.g., percussive/sustained, vibratory/swinging).
1.5.6	Demonstrate movement qualities with increased variety of energy dynamics (e.g., tension/relaxation, suspension/release).
1.5.7	Explore use of various dynamics to create contrasting moods.
1.5.8	Apply energy concepts to connect dance phrases.
1.5.9	Continue the use of energy concepts as choreographic tools and create more complex movement studies.
1.5.10	Continue to develop and refine skills necessary to project movement through the manipulation of energy concepts.

Student Learning Expectations Grades 9-12

1.5.11	Enhance skills necessary to perform a variety of energy concepts.
1.5.12	Demonstrate the ability to utilize energy concepts in more advanced compositions.
1.5.13	Explore ways in which energy concepts are combined and arranged to define style (e.g., ballet, ethnic, modern).
1.5.14	Continue to develop and refine skills necessary to project movement through the use of energy concepts and qualities of movement.

Strand 2: Arts in Civilization

Content Standard 1: Students will understand the historical development of dance and its relationship to various cultures.

Student Learning Expectations Grades K-4

2.1.1	Understand that dance has a role and purpose in the life of various cultures.
2.1.2	Distinguish among forms of theatre dance (e.g., ballet, modern, tap, jazz).
2.1.3	Experience dance from other cultures.

2.1.4	Know and apply proper concert etiquette.
2.1.5	Demonstrate appropriate listening, observing, and behavior skills as an audience.

Student Learning Expectations Grades 5-8

2.1.6	Demonstrate knowledge of the sequential development of dance through history.
2.1.7	Examine cultural dance heritages.
2.1.8	Experience the dance of another culture.
2.1.9	Experience concert forms of dance.
2.1.10	Know and practice proper audience/concert etiquette.

Student Learning Expectations Grades 9-12

2.1.11	Recognize dance as an index to the artistic and social values of civilization (e.g., celebration, ceremony, entertainment, prosperity, socialization, health/fitness, education, communication).
2.1.12	Expand knowledge of the sequential development of dance through history.
2.1.13	Examine in greater detail cultural dance heritages.
2.1.14	Experience the dances of other cultures.
2.1.15	Experience a variety of concert forms of dance.
2.1.16	Demonstrate appropriate audience/concert etiquette.

Strand 3: Artistic Communications

Content Standard 1: Students will organize choices to express and communicate various ideas or themes.

Student Learning Expectations Grades K-4

3.1.1	Plan and organize movement through exploration of imagination, feelings, and stories.
3.1.2	Share creative movement with others.

Student Learning Expectations Grades 5-8

3.1.3	Demonstrate the ability to move spontaneously to various stimuli.
3.1.4	Relate movement to feelings, ideas, and needs.
3.1.5	Successfully solve a group movement assignment using nonverbal stimuli.

Student Learning Expectations Grades 9-12

3.1.6	Solve movement problems in ABA form in weak and strong areas of the stage.
3.1.7	Create movement studies utilizing knowledge of compositional forms (e.g., canon, rondo).

Content Standard 2: Students will participate in performance.

Student Learning Expectations Grades K-4

3.2.2	Regardless of ability share short movement phrases in solo, duet, and small ensembles.
3.2.3	Complete assigned production duties in conjunction with performance.

Student Learning Expectations Grades 5-8

3.2.4	Develop proficiency in ensemble performance and understand importance of individual contribution.
3.2.5	Complete assigned production duties in conjunction with performance.

Student Learning Expectations Grades 9-12

3.2.6	Perform a complete dance work with strong concentration, focus, appropriate energy levels, and etiquette.
3.2.7	Demonstrate commitment to ensemble in rehearsal performance.
3.2.8	Achieve a high level of accuracy and interpretation.
3.2.9	Complete assigned production duties in conjunction with performance.

Content Standard 3: Students will be able to discuss and analyze movement and dance.

Student Learning Expectations Grades K-4

3.3.1	Understand and use a basic vocabulary of dance.
3.3.2	Solve movement problems and discuss movement choices.
3.3.3	Communicate reflections of dance experiences by speaking, writing, moving, or other means.

Student Learning Expectations Grades 5-8

3.3.4	Demonstrate proficiency in the use and application of the vocabulary of dance.
3.3.5	Compare and contrast dance forms.
3.3.6	Compare and contrast dance performances.

Student Learning Expectations Grades 9-12

3.3.7	Demonstrate and use advanced dance terminology.
3.3.8	Acquire knowledge of positive and constructive feedback.
3.3.9	Critique a dance performance.
3.3.10	Exhibit proficiency in critiquing skills.